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ADDRESS,

DELIVERED ON OCCASION OF THE OPENING OF THE

UNIVERSITY OF THE STATE OF MISSISSIPPI,

IN BEHALF OF THE BOARD OF TRUSTEES,

NOVEMBER, 6 1848.

BY HON. JACOB THOMPSON, M. C.

INAUGURAL ADDRESS,

DELIVERED ON OCCASION OF THE OPENING OF THE

UNIVERSITY OF THE STATE OF MISSISSIPPI,

NOVEMBER 6, 1848.

BY GEORGE FRED'K HOLMES, A. M.

PRESIDENT OF THE UNIVERSITY.

Inter ea (quæ memoria omnis alat, quæque ipsa intueatur æternitas,) nil dignius est, aut nobilius, quam si dotetur orbis terrarum augmentis scientiarum solidis et fructuosis.

Bacon. de Aug. Sci. Lib. ii. Ep. Ded. Ad Regem Suum.

MEMPHIS:

FRANKLIN BOOK AND JOB OFFICE

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ADDRESS OF THE HON. JACOB THOMPSON.

LADIES AND GENTLEMEN: This day forms an era in the history of our village and our community, it opens up new prospects to the State and gives a new direction to the feelings and calculations of our people. We here begin a great work, hoping ere long to reap a harvest of rich fruit, which shall be manifested to us in an improved state of society, in a diffusion of useful knowledge, in an elevated and refined condition of public feeling, in an enlargement of moral, mental and religious cultivation. On behalf of the Trustees of this University, we thank you for the interest evinced by you in honoring us with your presence. As a Board of Trustees who have had an important and delicate trust confided to us by our cherished and beloved sovereign, the State of Mississippi, we have performed our duty to the best of our ability. We have endeavored so to expend the money which has been placed in our hands, and so to exercise the power which has been devolved upon us, as to command public approbation and support. We have sought in no case to serve ourselves or to show partiality and favoritism to our immediate friends and neighbors; but we have ever kept in mind that we are the agents of the whole people of the whole State—and, as far as in us lies, we have acted in all things with impartiality and justice, with a determination to erect a college worthy of the State, and to found an institution which should prove the pride and bulwark of our fellow-citizens. We have acted independently of party dictation or religious bias. We have overlooked altogether the divisions of our people into sects and societies and regarded them only as christians, seeking alone the inculcation and establishment of those eternal truths which were taught by him “who spake as never man spake.” In the name of the trustees, I come forward to dedicate our work to the cause of education; these splendid edifices have been erected on this beautiful eminence for the accommodation of the students and the faculty. We think we may venture to hope, that every Mississippian will feel a thrill of pride and of pleasure when he beholds them, and reflects that they are the property of the people of the State; we deem them worthy of our honored commonwealth, worthy of the great purpose for which they were intended, worthy of the architect, who planned, and the workmen who executed them, and reflecting no discredit upon the taste of the trustees.

But the erection of these buildings was by far the easiest part of the task assigned us. To select a President and a faculty to fill the different chairs, who should meet public expectation, and enlist and maintain the public confidence, was no holiday amusement; we felt the responsibility. We extended our enquiries far and near. We sought counsel from the good, the learned and the experienced in all portions of our extended country. We invited all of every shade of

opinion, moral, political and religious, to present their claims to preferment to our Board. The candidates were numerous and worthy. Their testimonials of fitness were of the strongest character: and after a diligent and impartial examination, our elections resulted in the selection of a President and faculty, who are now here in our midst, ready to enter upon the discharge of their respective duties. We applied to them no religious, no political tests; we chose them because of their high repute for genius and learning, their known private personal worth and virtue; their energy and capacity to impart instruction. For them we bespeak an impartial trial. We are well pleased with our selections; they come among us with the highest testimonials, and are worthy of your generous confidence. We know the difficulties they have to overcome in the outset of this institution; jealousy will be excited in the minds of some, detraction and depreciation must be met and borne down by merit and correct bearing—misrepresentation and even slander will be started by those who would crush our infant institution. But their dependence as well as ours will be on the good sense and just judgement of an independent and enlightened people. Error will prove harmless when a community are in search of truth, and I believe I may say without hesitancy, that while our people are remarkable for the boldness with which they investigate all subjects, particularly the merits of men; they are ever ready to abandon conclusions founded in error, but pertinacious in adhering to positions based upon justice and sound reason. Then on your behalf, my audience, I can safely say to the President and the Faculty, perform your duty and fear not; a liberal and confiding public sentiment will sustain you.

The students who have already arrived, give us earnest assurance that our young men are eager to avail themselves of the opportunities here offered for the acquisition of knowledge and that our people duly appreciate the value of a finished education acquired at home. We have obtained for the use of the college, from our honored and esteemed professor, Dr. Millington, the loan of his splendid and extensive philosophical and chemical apparatus which, will place our institution in this respect, on an equal footing with the oldest and best endowed colleges of the United States. We will soon collect from contribution sufficient to purchase an extensive library for the use of the students.

All things are now ready, and in the name of the State of Mississippi, this day we dedicate these buildings and these beautiful groves to the cause of learning and science. How strange and how striking is the contrast of the present with the past! Twelve years ago, on the spot where stands this grand and tasteful temple of the goddess of wisdom, the rank grass waved in its luxuriance before the breeze unharmed, save by the tread of the wild beast and the footsteps of the savage, in pursuit of his game. Unbroken stillness brooded over the hills and valleys. Here and there could be heard the scream of the panther and the more fearful yell of the red man. Here the man was distinguished from the beast, only by his capacity to circumvent and destroy him. All alike, were content and happy

when their thirst was slaked and their appetite satisfied. Now as the star of empire is on its westward march, how changed! Here we raise an altar to genius and learning, and on it we expect those to make sacrifices who feel and know the superiority of the mind over the body, who prefer intellect to brute force, who appreciate the value of the immortal over the mortal man. To this altar we invite worshippers from all classes and conditions in society. Would to Heaven every youth in the land could command the time and the means to hang and hold on to its horns, until he could snatch therefrom a live coal and bear it through the land to warm, elevate, refine and cheer the hearts and instruct the minds of our people; the one in pointing the way and making plain the paths which lead to the blissful realm of immortality; another, in expounding the law and administering justice from the bench; another, in pleading the cause and defending the rights of the injured citizen at the bar; another, in examining the human system and extracting those essences from the vegetable and mineral kingdoms, which shall cool the burning fever and heal up all manner of diseases; another, in engaging in the useful and honorable task of "rearing the tender thought and teaching the young idea how to shoot;" another, in the skilful cultivation of our generous soil, by which the largest yield of the useful plants is gathered in return for the smallest amount of labor; another, by the application of science to the mechanic arts, so as to make the very elements obedient to the behests of man, and thus contribute to the wealth and comfort of society.

On this Hill, we stand in the presence of the whole State, and we have the prayers and best wishes of the good, intelligent, patriotic and public spirited men of the country for our success. They have long and ardently wished to see this day. The necessity and importance of an education for our children and young men in a community in which they are expected to live, is no new idea. Our destitution of the means of offering them a finished Mississippi education, has long been felt and deeply deplored. And our liberal and enlightened Legislature have but responded to the earnest wishes of the popular mind in founding this institution. Every day's experience and observation deepen and strengthen this feeling. The learned men of a country, must from the very law of our being, give tone and direction to the public thought. Mind must control matter, and reason and knowledge will direct human action; and, until our young men are prepared for the different professions of life at home, we never can be individualized; we never can have that feeling of identity which should characterise us as Mississippians.

Moreover there is a growing disposition manifest to us all, in different portions of the world and of the United States, to denounce and villify our institutions which have come down to us from a remote ancestry. On the maintenance of these institutions in its integrity and full enjoyment, our prosperity, safety and happiness depend. We can never look to *expediency*; *necessity* alone, is the ruling consideration, and it is of the last importance to us, that the hearts of our young men should be kept in the right place, and it is verily a sin against

our children to send them into that circle of fanaticism which surrounds our northern colleges, resting as it does, upon false and baseless premises, which lead to false and dangerous conclusions; at an age, when their intellects are assuming the strength of manhood and their principles are forming for subsequent life. To be wrong is not so much the fault of the child, as it is the sin of the parent and guardian.

Finding our young men in great numbers among them, also gives plausibility to the slanderer that while our rich soil and delightful climate may sustain a thriving peasantry, it breathes the deadly poison of the Eupas tree upon the cause of education and intellectual advancement—that ours is “the clime where genius sickens and where fancy dies.” This we know to be unjust, for in what field have we entered as contestants in the strife of honor, where we have not borne away the prize of victory. We have met our northern brethren at the bar, in the pulpit, in our legislative halls, and before popular assemblies, and the world with its unerring judgment, accords to us, at least equality, if not in most instances, superiority. We have gone with them in the rude shock of arms when the blazing cannon was dealing out death and destruction on all around. They have followed, but they never have outstripped our men.

No, my audience, I scorn to think of inferiority. But still to obviate the charge we must sustain the cause of education at home. We must train our young men for the contrast and instill into them Mississippi feeling, Mississippi principle, Mississippi pride, an unshaken and abiding love for Mississippi, its wise constitution and its intelligent and enterprising people.

One of the great obstacles to our improvement as a State in intellectual cultivation heretofore, has arisen from a feeling which is but too common with our people. We have considered our continuance at our present residences as uncertain and temporary. Invited here by a prolific soil, we have formed no local attachments which bind us to the birth places of our children, but feel ever ready at the promptings of a supposed interest, to strike our tents and gang away. But this day's proceedings will throw new fascinations around a Mississippi home; our abodes will become the home of the heart when our children shall find a worthy *alma mater* in our State. We shall become permanent and fixed in our purposes, and feel no longer inclined again to enter the wilderness, to drive back the wild beasts and open the avenues of ingress to a more refined and highly cultivated population.

Those of us who live in this immediate vicinity, may safely calculate on the most salutary influences from this Institution. It will necessarily extend and diffuse among us useful information and refinement. It will elevate the standard of morals and improve our society. It will bring among us gentlemen of the highest intelligence and respectability. But as it will fasten upon us the observation and criticism of the whole State, can I not promise on your behalf in advance, a cheerful co-operation in maintaining order and securing the success of the College. We must remember, that the University

seeks the patronage, favor and support of the whole State, and whatever will conduce to its good and efficient management, to its popularity with the people at large, should be advocated and upheld by us. But I know you too well to doubt. The feeling of every bosom present is, may God speed the good work.

YOUNG GENTLEMEN: I feel strongly tempted to turn to you and indulge in many thoughts which spring involuntarily to my mind, when I see you standing at the door and knocking for admittance, into the temple of science—where you now stand, many years since I stood and faithful memory supplies me with many pleasing recollections and incidents. But the time and the occasion is not fit that I should indulge my impulses. It has been a great while since I clambered the height of proud Olympus and sipped nectar in the court of the Gods where mighty Jove in awful majesty presided—or followed that blind old man for whose birth place seven cities contested, around the walls of Troy, sat in war council with Agamemnon, or learned from him the story of the wrath of Achilles, or travelled with the virtuous Æneas in his wanderings to found an empire. I would willingly again visit Hellicon and Parnassus, the river Peneus and the bubbling Ilissus—I would willingly listen to Tully's voice thunder anathemas against the traitor Catalinè, or hear the Grecian orator arouse his abused countrymen against the injustice and incursions of the usurping Macedonian; or witness the developments of the revenge of the thwarted love of Medea. But I have had my day; yours is before you. In the language of Horace, "*carpe diem*," seize and improve the fleeting moments as they fly.

The eyes of Mississippi are upon you. From this day, you cease to be boys or to act from those motives which influence boys. Your honor and your sense of right alone, become the means by which our requirements are enforced. If you would carve out for yourselves in life an honorable and worthy name, you must begin now and lay deep your foundation. And, unless we have your active and efficient co-operation, all that the State, all that the Trustees have done, all that the Faculty can do, will be of no avail. Mississippi has claims upon you the moment you enter these halls, and she expects each one of you to do your duty. Your good conduct and your success in your studies will reflect honor on the Faculty and afford unfeigned satisfaction to the Trustees. "*Sana mens in sano corpore*," is a correct maxim for the student. Preserve your health, maintain your morals and improve your minds, and you will prepare yourself for usefulness and honor in life and become ornaments of your parents and the treasures of society. May Providence throw his protecting mantle around you and preserve you for your country.

MR. PRESIDENT AND RESPECTED PROFESSORS, *members of the Faculty* :—In obedience to the power which has been vested in us by the State Mississippi, we commit this Institution into your hands. We have selected you from a multitude of applicants from our belief in your capacity to instruct our young men in all the branches of learning; give them a finished and complete education. We begin under favorable auspices. The public feeling is now strong in your favor.

but the public expectation has been raised high and it will require energy and efficiency to meet these, as we believe well founded anticipations. Into your hands, we commit the University of Mississippi with an unsuspecting confidence. We know the many difficulties you have to meet and overcome. But the rewards of success are sufficiently high to stimulate your energies and impel you to exercise all diligence. We feel confident of a successful College which will do honor to the State and to the country. On you is our dependence, and be assured in the firm and unyielding discharge of your duties, you shall have our cordial and sincere support.

INAUGURAL ADDRESS

OF PRESIDENT G. F. HOLMES,

ON THE OPENING OF THE UNIVERSITY AT OXFORD, MISS.

GENTLEMEN TRUSTEES, OF THE UNIVERSITY OF MISSISSIPPI—LADIES AND GENTLEMEN :

I come as a stranger among you, and feel the usual difficulties of a stranger in rising to address an unfamiliar audience. I cannot, however, commence the few remarks for which I crave an indulgent hearing in a manner more consonant to my own feelings, and I doubt not, more in unison with the feelings of all of you, than by tendering my congratulations on the auspicious ceremony which we are now congregated to celebrate. But a few winters past, the spot on which we are assembled, was the seat of the Indian wigwam; now, it is sacred to the ministrations of learning. In the midst of the primeval forest, where, but lately, was the lair of the wild beasts; the genius of the Architect* and the skill of the workmen have reared, as if by enchantment, this noble fane in all the just proportions, the perfect symmetry, and the classic elegance of Athenian art. The impress of the Indian mockinson has scarcely faded away from beneath the shade of these patriarchal trees, and already by the energy, the enterprise and the high resolve of the people of Mississippi, science has been domiciled in the haunts of the savage, and a new sanctuary prepared in the wilderness for the habitation of the muses. It is with these reminiscences of the past, and these pledges of the present flooding around us, that we have met this day for the purpose of

*CAPT. WM. NICHOLS.—The design, arrangement, and the execution of the University buildings reflect the highest credit upon the genius, taste and science of the Architect. They are very extensive and happily combined, and will be completed for an outlay of little more than \$50,000. The Lyceum or main building is one of the most elegant structures in the South.

inaugurating a new temple of learning. We have met to open to the youth of this and the surrounding States a new shrine of knowledge, at whose altars the sacred flame of moral and intellectual light may be kept henceforth, like the vassal fires of old, ever burning and ever pure. We have already consecrated the great work upon which we are about to enter, by invoking the blessing and the protecting care of that Almighty God, who has placed a spirit in man; and whose inspiration has given them understanding,—and, under the guidance of His superintending hand, we now proceed to the performance of the due and orderly services of the place.

This is no trival occasion,—it is one of no ordinary solemnity or importance. It can occur but once in the life time of a nation; for we now open the first seminary of the higher learning, which has been established under the auspices of the State, and endowed by the liberality of the whole people. Other Colleges may, and, I hope, will arise in due order of time to minister to the new or more extended wants of the citizens; but this is the first over which the State has thrown the mantle of her beneficent supremacy, and will, I trust, live through untold generations to witness the growth around her of a numerous brood of other and flourishing institutions.

But it is the purpose which gives its peculiar solemnity to this occasion. A new torch of learning is this day erected in the land as “a light unto posterity,” whose ever-shining rays may long continue to guide, improve, enlighten, ennoble and educate age after age, the young men of this teeming and beautiful land.

It is, indeed, a day to be remembered in the annals of the State. “The erection of a great College, dedicated to the study of the nature of all things, whereby God may have the more glory in the workmanship, and man the more fruit in the use of them,”—this was more justly regarded by Lord Bacon “as the noblest foundation upon earth, and the lanthorn of that kingdom,” whose magnificent, though unfinished proportions, attest the amplitude, profundity and sagacity of his mind; as fully as the *Novum Organon* itself.

It is his declaration, too, that “there is not any more worthy act than the further endowment of the world with sound and fruitful knowledge!” But in the creation of a new University by the act of the people, and with the funds of the people, the State has exercised its liberality not only in fostering the study of the nature of all things, not merely in securing the further endowment of the world with knowledge—but, above all, in providing for the dissemination of the learning which may be in the world—in extending its treasures to all who may be willing to receive them—and in assuring to each rising generation adequate and full instruction in that science which has been so highly estimated.

This Institution, thus created by the munificence of the State, is a creation speedily evoked from the silent womb of things possible; but its works are as perennial as the benefits of knowledge. The lapse of years, which undermines and obliterates all things, will deal indulgently with this, and only add renovated vigor, and a more ample capacity for good, to the veneration which will gradually hover

over it; unless ruthless circumstances should mar the work which time would be reluctant to destroy. For this erection of a State University is a great deed, which needs to be but once performed—*opus magnum semel operandum*—one from which, when done, an un-failing stream of all that most ennobles and adorns a people; will continue to flow with increasing volume through countless generations, enriching each, and aiding each in the great race of progressive development of the human family. Its creation has demanded no long time, and, when compared with its prospective results, no great expenditure of means, but its fruits endure forever, and will continue to be prodigal of blessings to the present and all coming time.

That this is no vain boast—this promise of continued life and health—may be readily proved from the experience of the past. The Universities of Oxford, and Cambridge, and Paris, owe their birth to the night of the middle ages, and yet survive in increased energy and renown. The University of Rome, founded under the earlier successors of the Cæsars escaped the perils of the Hun, the Goth, the Vandal and the Saracen—lived through the wars of the Lombards and the Fanks—was left erect after the dissensions of Guelph and Phibelline had passed away—and remains the most splendid monument of the innate strength and persistancy of great Institutions of learning. But a nearer and more recent instance is at hand. With one of my colleagues, I have come from a venerable College, to which the long protracted circle of a hundred and fifty years had only given higher honor and larger sphere of influence. Her alumni had gone from her halls to the Bench and the Senate Chamber—from her, they had gone to the command of armies, and to the Presidency of the Union—her graduates had controlled the fate of nations, and changed the destinies of the world. Founded under the rule of a Kingly government, she had witnessed the growth and presided over the struggles of the Colony in its youth—she had influenced and survived the storms of the Revolution—and had blossomed at its close into full promise and a higher existence. Her horizon was widening around her—and her glorious career was expanding before her, promising a yet nobler destiny in future, when the sacred ark of learning which had been wafted over the floods of time, was shipwrecked by the rude and unholy hand of misguided men.

The failure of the last Institution referred to, and the duration of all should guard us against the negligence and indiscretion of trusting to chance for that longevity which will only be the reward of constant care and unremitting exertion. This University may number the years of its existence by centuries, but to ensure its permanency, we must at all times secure its success. A still more arduous task devolves upon its first Trustees—its first Faculty—and its first students. The Trustees and the Faculty must organize its prosperity—the first students must zealously lend their co-operating aid, or every thing which has been done will be in vain. The Trustees, though they can never be discharged from their duties, for they must ever

guard the work of their hands with a watchful eye have performed their exclusive work, and this day deliver the University, and much of the responsibility which attends its management, to the care of the Faculty. It is to us, the Professors, whom they have selected as their agents, that the public will naturally look for the success of the Institution. We owe it to the untiring exertions and to the confidence of the Trustees—we owe it to the munificence of the people of this country,—we owe it to the good will and hopes of the citizens—we owe it to the enlightened liberality and just expectations of the State—we owe it to the present times, and especially to future ages, which would otherwise be defrauded of their full heritage; to all of these we owe it, to remit no exertion which might tend to guarantee the most perfect success. The obligations of this first Faculty are great; our duties are weighty and difficult; but though arduous, they are noble; it will be for us, with the means that the State has placed in our hands, to erect an enduring College; which may become the pride of the State, and largely repay the generosity which has called it into being. We are to lay the foundations on which our successors may find it an easy task to raise a vast superstructure; much of our work may be unseen; much may be unappreciated or unknown; but we, who preside at the organization, will either win for the University an enduring life, or bar for years to come, the gates of hope; and thus retard the successful accomplishment of the great project of University education within the limits of Mississippi. The full accomplishment of our aims will be glorious, equally to the State and to ourselves; the disgrace of failure, whether merited or not, will rest wholly with ourselves.

It is with a due sense of our difficulties and responsibilities, that we enter upon the great work confided to us. We enter upon it with the full conviction that much is justly expected at our hands; but we enter upon it with high hope and a firm determination to succeed. We all come HERE charged with the high ministry of education, and conscious of the sacred character of its functions. We come as laborers in the great vineyard of knowledge, anxious to enlarge its domain and extend while we improve its culture. Misled by no petty or selfish aims, but intent upon the glorious mission to which we are devoted, goaded on by no passion for paltry reputation, but stimulated by the sense of a lofty duty, we hope to build up a system of Collegiate education for Mississippi, of which the State may have reason to be proud; and for which, in after ages, she may turn in grateful regard to the memory of its founders.

These are my feelings, and these are the feelings of the whole faculty—and they are feelings which will inspire us with renewed energy in all the difficulties which we may have to encounter, and all the trials which it may be needful for us to surmount.

There are peculiar difficulties incident to my own position—a greater weight of responsibility will rest upon me than upon the other members of the Faculty—with, I fear, least ability to bear the burden. I am bound to be the first in zeal, energy and industry. This, I can promise; and if my pledge be faithfully kept, my own deficien-

cies in other respects may be compensated by the genius, talent and learning of my collaborators.

But while so much is expected from us, and so much is due by us, all does not rest with us. We require the full and liberal co-operation of the State; and we need, and are entitled to the continued and generous encouragement of all classes of our fellow-citizens. We require the support and confidence of the people; but, we believe, that true patriotism and a well founded State pride, no less than high considerations of policy will induce the gentlemen of the South to prefer to trust the education of their sons to a Southern institution, to the hazardous, expensive and humiliating experiment of sending them abroad, to imbibe at the North delusive views which will infect their minds during their whole life. We will still have to trust to the continued liberality of the State and the people of the State. We have no observatory, we have no library, and no building adequate to receive such a library as should belong to the University of a great and wealthy State; we have no chapel, and no hall for those public exhibitions in which those who have won honors and degrees give open assurance to the community of the advantages they have enjoyed, and of their profitable employment of those advantages. We have indeed no Chemical and Philosophical apparatus; though, for the present, we are placed on the same footing with the oldest Colleges by being favored with the use of Prof. Millington's extensive and complete collection. All these things we need—many of them are absolutely indispensable. The want of a library is a want which should be speedily supplied—for to adopt an illustration from Lord Bacon, the University without a library is like Polyphemus without his eye. For the gradual satisfaction of all these wants, we must look to the generosity of the State and the public spirit of the citizens of Mississippi. In the meantime, we gird ourselves for the work, in the full confidence, that if we justify by our exertions and success the past expenditures of the State, the people will not suffer the creature of their will to remain in complete or inefficient, but will be stimulated by a noble enthusiasm to fulfill all the reasonable requirements of the University. If we do faithfully our part, we believe that Mississippi will do hers with unstinted munificence.

Such are the duties, the position, the feelings, and the views of those to whom you have confided the practical execution of your plans. Have I not said how deeply we feel the responsibilities? how sincerely we acknowledge the trust and confidence reposed in us? how anxious we are to justify the public expectation?

But, gentlemen, beyond these acknowledgments and explanations, the present inspiring occasion suggests an inquiry into the nature of that high ministry of instruction, which we are called upon to exercise here; for the full value of the gift which has been received from the State, cannot be duly appreciated, unless we apprehend rightly the true nature and functions of education, and especially of Collegiate education. These subjects are so wide that we must necessarily impose some definite limits on our speculations, so varied that to prevent distraction it will be expedient to view them with reference to some special end.

Of late years the merits of the great question of education have been so fully discussed in public speech and written argument, that it might seem needless for me to dwell at any length upon it. But while orators and essayists have enlarged upon that general education, which it is so desirable to bring home to the fireside of every man in the country, their attention has been in a great measure, withdrawn from an equally just consideration of that higher order of education which is pursued in our Colleges and Universities. Yet, the one without the other is lame and defective—and is wholly inadequate to produce that heritage of good which may be freely anticipated from the adoption of a sufficient scheme for the public diffusion of knowledge. In every country, but especially under a free republican government like our own, it is of vital importance to the tranquility, good order, and prosperity of the body politic that the advantages of education should be as widely disseminated as the air and light of heaven. To accomplish this, Common Schools and Academies have been instituted throughout the length and breadth of the land, so as to place within the reach of every man that rudimentary education which is the life of freedom, and the necessary preliminary to all higher knowledge. The laboring man, who is unable to save from the hard-earned gains of the year enough to board his son at a distance from home, or to pay for the expenses of his family's education—who cannot, perhaps, afford to dispense for any length of time with the services of his children, is thus enabled with little waste of time and without intolerable sacrifices, to give them that medium of education which may render them competent to discharge their duties respectably, in the same condition of life as himself—and which is the necessary vestibule to all higher progress in learning. That knowledge, which is absolutely indispensable to all, is thus brought home to all by the system of public schools; but, still, the benefit is only partial, for much remains to be done before even those for whose exclusive benefit Common Schools are established, derive the full profit of a system of public education at the expense of the State. If our views of the range of public instruction were arrested at this point, but little permanent good would be accomplished by the intervention of the State. The air of heaven though free, can be kept pure only by the constant action of the solar heat—and the light of heaven, which traverses the immensities of space, must be incessantly replenished from the exhaustless fountains of the solar fire. With no higher instruction furnished to the community, the grade of education which might be afforded by the Common Schools, and which, under healthy influences, might have been capable of indefinite expansion would become gradually lowered until little but the name of education was left. The diffusion of knowledge always tends to its decline, unless a sufficient stimulus from above be applied to excite further progression. It is the constant attraction of the central and superior globe which keeps the inferior planet true to the path of its revolution. There was no period of the Roman Empire, when knowledge was more widely diffused than during its decay—yet, notwithstanding the dissemination of learning, it dwindled

away, because there was no incentive to higher acquisitions. We cannot, therefore, with any safety, rest contented with having introduced a general scheme of Common School education, but are compelled, in order that that scheme itself may prove most fully effective, to provide for a higher order of instruction which may re-act upon the lower, and tend to elevate its teachings, and enlarge its range.

But again, in the economy of the world, and in the economy of States, large provisions has been made by the ordinances of Providence, and by political organizations for the healthy manifestation of all grades of talent, diversities of character, varieties of adventitious circumstances—and inequalities of fortune which we find amongst men—and will continue to find as long as the round globe hangs together. These dissimilarities must not be disregarded in a general plan of education, if we intend it to be complete, or reap from it its full harvest of fruit. It is for the general interest of all, and of this, there is no doubt, to extend to all classes in the community the opportunity of acquiring the rudiments of knowledge, it is no less important for the same common interest to afford to those, who may have the time, the means, and the capacity for further instruction, that higher education which is to be obtained only at Colleges and Universities. We are all interested in having the management of political affairs committed to the care of discreet, intelligent and wise legislators; it is of vital importance to all to have the attendance of scientific physicians in sickness—and to have a body of thoroughly instructed lawyers to guard their social rights, and save them from pecuniary loss. None can underate the benefit to the community of an enlightened and intelligent judiciary; or of a sagacious, because highly informed ministry to guide our footsteps in the paths of religion. The increase too, of national wealth which springs from the skilful application of science to the arts, enures to the benefit of all, and is experienced in the multiplication and extension of the means and comforts of all. Thus that collegiate education which forms the principal avenue to excellence in all these departments of human study, provides directly for the highest interests of all the members of the community: and, it is by the institution of Universities, that the State secures the maintenance, furtherance, and dissemination of the higher branches of knowledge; as it is through its Common Schools that it furnishes the needful elementary instruction to all. Let it not be thought then, that the advantages derived from the Universities are enjoyed solely by those who frequent their halls. They are indeed the first recipients of their benefit—their intellects are trained, developed and expanded—their minds are informed with various and valuable knowledge—their views open with the enlargement of the temple of their mind, they are adorned with the elegances of literature and become ornaments to society—and they are enriched with the capacity of rendering inestimable services to their country and their age. But, though first to reap the grain, they are not the exclusive gatherers of the harvest. For the good derived immediately by them is communicated through a thousand channels to all ranks and classes in the community, and is felt in every pulsation of the

great heart of the State. It operates powerfully (as we have already had occasion to remark), upon the Common Schools themselves, and tends to augment and elevate the curriculum of studies pursued there, while it kindles the aspirations of those who frequent those schools by offering to them at once, the image and the means of a higher education. On the other hand, the general instruction of the mass gives life, and vigor, and efficiency to collegiate education, by exciting and spreading the general desire for knowledge—by creating a want for higher instruction than they themselves supply—and by forming a class of young men prepared to receive that additional education which may fit them for admission to the highest schools of learning. Thus, the system of Common Schools, unless accompanied by the institution of Universities, is lame and defective—it is the foundation of a vast edifice on which no superstructure is to be raised. And the institution of Universities without that general diffusion of education, which results from the establishment of Common Schools, is vain and profitless—for it is an attempt to erect a mighty superstructure before any sufficient foundation has been laid. The two systems, therefore, sustain each other—they are mutually the complements of each other—they combine together into a perfect system of public education, and the strenuous advocates of the one should be always the most zealous supporters of the other.

This intimate connection between the higher and the lower grades of education has been too frequently overlooked—and in consequence, a pernicious hostility has arisen between their respective partisans, which has retarded or defeated the success of one or both. To prevent, as far as may be in the power of one man, the growth of any such dissension in this state—and, by preventing this pernicious antagonism, to expedite and ensure the fullest success for the public education of Mississippi—and, also, to supply, in some measure, the void which has too often been left in the discussion of the importance of State appropriations for public instruction; I shall beg to detain you with a fuller exposition of the inflections of collegiate education, in ministering to the practical requirements of the present age.

The belief that there is a distinction, or even an opposition between the highest intellectual desires and the practical wants of men, is a popular fallacy very current in the present day. No delusion can be more dangerous or more false. It is one, however, which has not the doubtful merit of novelty, which has been boastfully claimed for it by its advocates. It has been frequently preached, practised, tested, and exploded before. Once crushed, it has often re-appeared in various periods of the world's history, and is likely to re-appear frequently again. In the days of Reuchlin, classical erudition was persecuted as impiety; and the pursuit of Latin and Greek was descried, not merely as a vain and unprofitable study; but as closely connected with magic and other black arts. Yet, these were the very studies that paved the way for Kepler, Galileo and Bacon—and led directly to the discovery of the New World. The prosecution of science, partly owing to the indiscreet pretensions of its votaries, was punished with the faggot and the stake, and regarded as necromancy—yet, it was the commencement of the sciences of Medicine, Chemistry and Astronomy—and, to the Alchemists and Astrologers of the Dark Ages, we are remotely indebted for all our modern arts and manufactures. Yet the error, which ex-

perience has so completely exposed, still infests the minds of many and refuses to be eradicated.

Paradoxical as it may appear, there is infinitely more truth contained in the converse of this erroneous proposition. The highest intellectual difficulties of the day, and the most recondite speculations of which the age is capable, are in reality those from whose solution the present practical benefits may be anticipated. Experiments in electricity were long regarded as curious and amusing, rather than useful; yet, from them, we have derived galvanic plating, the electro type, and the Magnetic Telegraph. Investigations into the elasticity of vapour, were, to all appearance, sufficiently remote from any practical application—they have given us the various forms, and the unlimited powers of the steam engine. An inquiry into the oxydation of metals, is sufficiently difficult and recondite; thence, however, we have derived the Daguerreotype. Wherever we turn, we shall find fresh confirmation of Bacon's remark, that "*experimenta lucifera*," are to be preferred to "*experimenta fructifera*"—for they will be ultimately productive of the largest amount of valuable and practical results.

If we are anxious to confirm confirmation, and to make conviction doubly sure, we need only cast a hasty glance over the studies pursued in a Collegiate education, and trace their direct practical influence. If we begin with the classic languages and even omit all mention of their efficacy in training, forming, educating, and ennobling the mind and heart—they furnish us with the laws of universal grammar, and with the highest exemplars of grace, beauty, strength, and order in composition—they supply the keys to unlock the literatures, the languages, and the laws of all modern nations,—and they contain buried in their vast bosoms, exhaustless treasures, which can be drawn from no other source.* They are the lasting monuments which prove most cogently the ennobling influences of free institutions on the mind and the genius of man. In them, too, is locked up the history of the world from Solon to Cromwell. And, above all, they contain the record of the convent and the archives of our faith. It will not suffice to reply to this, that Latin and Greek books may be read in translations. Not a thousandth part of the riches imbedded in those languages have ever yet been translated—no translation from an ancient author can be anything more than a caricature of the original—and moreover, those who neglect to acquire the classic languages themselves will rarely have recourse to translations. In addition to this, all the important incidental advantages to be derived from the study of these languages are wholly lost by the substitution of translations.

If, then, on these numerous accounts the Latin and Greek are worthy of our attention they merit for the same reasons diligent and persevering study. They are the true pierian spring, from which, if we would drink, we must drink deeply and largely. The benefits we have pointed out are the rewards of long and intimate familiarity, and are not to be gained by a hasty and superficial acquaintance. We must learn to think in their own language as the Greeks thought, before we can truly inhale the glorious and inspiring atmosphere of Athenian wisdom—and we must learn to feel as the Romans felt before we can become participants in the profound and practical sagacity of ancient Rome. When this familiarity has been acquired, we will discover in the tongues of Greece and Rome, the avenues to an immense continent of knowledge which Greece and Rome had never explored.

To pass on to the physical sciences. The immediate practical benefits derived from the application of natural science to arts, manufactures, and agriculture are the cause of most of our modern prosperity, and are so continually submitted to our daily observation as to be perfectly familiar to all

of us. We owe to the founder of our modern philosophy the maxim that the limits of our knowledge of nature constitute also, the limits of our power to render her operations subservient to human wants; and that the further we can push back the former, so much the further do we extend the latter. It is needless to exemplify the manner in which the physical sciences have been ministered to the satisfaction of human requirements—the steamboats that cover our waters—the factories that are spread over the land—the railroads that link together the ends of the country with their fetters of iron—the telegraph that outstrips the sun, and bears our tidings on the wings of lightning; these, and a thousand other modern miracles bear hourly testimony to the fact and the mode of its accomplishment. But steamboats are built, and railroads are laid down by those who are wholly unacquainted with the profound mysteries of sciences; and many wonderful inventions have been due to the genius and perseverance of men whose knowledge scarcely extended beyond the rudiments. From these admitted facts, it may be erroneously supposed, that profound scientific acquirements are unnecessary for the practical requirements of the times. Not so: each great practical invention by whomsoever it might ultimately be made, has yet been due to anterior investigations carried on from the pure love of speculative truth in the most abstruse and recondite regions of human knowledge. Millions, both before and since the Marquis of Worcester had seen the lid tremble on the boiling kettle, but the steam-engine was due to researches into the expansibility of gaseous bodies. The electric fluid had been coming round the world since the stars first sang together, to one American we owed the recognition of its existence and properties; and to another, we owe the invention of the magnetic telegraph; though, a few years since, electricity was considered so far removed from the possibility of practical application, as to be regarded merely as a field for curious and amusing experiments! The security of our lives and properties at sea is in like manner dependent upon trigonometrical calculations, and upon the highest and most difficult speculations of astronomy. Thus the stars which gem the blue depths of heaven lend themselves to the common wants of men; and the ends of knowledge are brought together to render us habitual service.

If from these illustrations I turn to that new branch of Physical Science whose growth is but of yesterday, and look rather at its promise for the future than at its performance hitherto, the importance of profound scientific acquirements in order to attain practical ends will be infinitely multiplied in your estimation. It is only since the publication of the researches of Liebig that Agriculture has begun to assume a scientific form by the extension and application of both organic and inorganic Chemistry. The earlier speculations of Sir Humphrey Davy, who was the first to enter upon this untrodden path of inquiry had exercised but little influence over the cultivation of the soil, though they had been sufficient to awaken the curiosity and stimulate the investigations of Chemical philosophers. At this day, however, Agriculture is rapidly assuming a strictly scientific form; and by this change of character, is ministering daily, more and more to the wants, nay, to the vital necessities of the human race. It was truly and nobly remarked by Swift, that the man who made two blades of grass grow where only one had grown before, deserved better of his species than all the conquerors and all the statesmen who had acquired glory amongst men. This victory over nature has already been, in a great measure, accomplished by agricultural Chemistry; as yet, it has been introduced into practice to only a very limited extent; yet, already, of those who have applied it to the cultivation of their lands, some have increased their returns twenty fold; some, thirty fold; some,

forty fold; and, some, even an hundred fold. If such be the fruits of this science in its infancy, what may we not anticipate from its maturity? The population of the earth may be doubled with an increase of the comforts of man instead of being attended with that progression of daily deepening want and degradation which otherwise is threatened by the aspect of the modern world. At a time, like the present, when destitution and misery are convulsing the kingdoms of the old world, and ushering in Revolutions with the delusive hope of removing social ills which cannot be reached by political innovations; at a time when famine stalks abroad like a giant and desolates Europe and Asia, leading in its train its inevitable attendants, the plague and the pestilence; at such a time, it is impossible for us to overrate, or for any to underrate the vital importance of that science whose creative energy can double the fertility of the soil, can create infinitely the necessities of life, and make the desert blossom like the rose. In this case, the practical benefits of science are obvious and immediate; in other instances they are equally grate, but they are more remote and less apparent. In all, however, these blessings are drawn from no shallow waters, but from the depths of the deepest streams of knowledge, from no hasty or superficial acquaintance with science, but from the most difficult and recondite branches of human philosophy.

Having rendered so apparent the mode in which these sciences lend themselves to the practical requirements of the day, and shown the limitless range of their actual or possible services, but few words will be demanded to prove the importance of that lofty branch of human learning, which forms the necessary vestibule of all strictly scientific knowledge. The functions of mathematics in the prosecution of all physical investigation render it an indispensable preliminary to all accurate study of nature, and constitute it one of the most important departments of the higher education. Completely isolated as it appears to be from our ordinary wants, yet as the obedient minister of physical science, as its constant and inseparable attendant, it partakes of the direct and immediate practical importance of those studies, whose operations it so essentially subserves. But, in addition to this, the habits of mind which are formed by that diligent training in mathematical reasoning, which is requisite to master its abstruse mysteries, are of themselves sufficiently valuable to ensure the recognition of its high practical utility. During the four centuries which have witnessed the progressive deterioration of logical science, the social, political, and scientific evils which must inevitably result from the disregard of the principles and conditions of accurate reasoning, have been in a great measure averted and wholly concealed by the increased application to mathematical studies during that period.

But these evils, though delayed, are certain to befall us:—and in the present age we are beginning to feel the fatal consequences of the world's distaste for Logical science, and the dependent branches of Ethical Philosophy. For there can be no sophistry or error in our principles of reasoning, which will not work itself out into pernicious action in practical life; and there can be no vice in our private or social existence which will not re-act upon our philosophy, and contaminate its principles. Of this we have abundant testimony around us in the present age, if we can only so far purify our intellectual vision as to

recognise the real condition of the times. For, notwithstanding the rapid and immense increase of all the apparent elements of the material prosperity of nations—the augmentation of national and individual wealth; and the multiplication of the comforts and conveniences of life; the times are sorely diseased, as is amply evinced by the revolutionary spirit of the day. This revolutionary character is not confined to the sphere of politics, nor is it limited to the continent of Europe. It exists in greater or less intensity in every region of the civilized globe, and infects society, religion, literature and science, no less than the crazy and decaying institutions of the old world. In the Northern States of this Confederacy we have among ourselves Socialism, Mormonism, Fanny Wrightism, and we are rapidly naturalising St. Simonism, Fourierism, and the other diversified forms of Agrarianism. The prevalence of these weak and oft refuted delusions should assure us that even our own free and enlightened Republic has not escaped the contagion of the revolutionary fever. These are innovations which are not limited in their action to political institutions, but convulse the whole fabric of the social system, and like the mad spirit of Abolitionism, so rife in the present day, travesty or deride the language of scripture, and make a mockery of the express commandments and the recognised ordinances of God. But when our generally received systems of moral philosophy draw their inspiration from that beggarly Benthamism, which is the meanest form of Utilitarianism—itself always mean—how can we hope for any better result?—We have suffered ourselves to be carried away by the plausible name of utility, until we fail to perceive that Utilitarianism inevitably defeats the accomplishment of its own most especial object. A most one-sided view, and a still more defective application of the principles of the Baconian philosophy, have inveigled the world into the error of making only a partial and imperfect estimate of the results of that philosophy, until we regard Utilitarianism as the legitimate deduction from the maxims of Bacon, and lend the sanction of his name to a system which he scorned and detested, and against which he frequently and deliberately forewarned us in his writings. This Utilitarianism has forced its way into our statemanship and politics, but it leaves the most abstruse problems of government without anything better than a temporary and provisional solution, because it leaves wholly beyond its range those higher principles of practical policy, from which alone a satisfactory solution could be deduced. The shallowness and insufficiency of our moral philosophy are the consequence of the imperfection of that metaphysical science, of which morals are a branch, and to which as the spring-head, political economy must also be referred. The stagnant condition of political economy—the habitual denial of some of its fundamental axioms by one party—the partial acceptance of its truths by the other—the negation of the possible existence of such a science—the discussions which still take place in regard to many of its leading topics—the dissatisfaction which is prevalent in regard to several of its most general conclusions—and the obvious incompleteness and want of method in the system—all these things show on how vague and unsettled a basis the

whole scheme is reared. At the same time the increase of wealth and the concomitant increase of misery among the masses—social distress contemporary with commercial prosperity; the multiplication of commodities and the reduction of their price attended by a diminished capacity among the million for obtaining them; the twenty thousand shirts in the factories which by no magic can be brought into contact with the twenty thousand naked backs in the streets—national penury co-existent with public plenty—and famine in the midst of full granaries—these irreconcilable anomalies in our practical life remain a standing mockery of the pretensions of political economy. If we would discover a remedy for these evils, and a correction for these anomalies, we must detect the intellectual aberration from which they have sprung—and that aberration must be found in the domain and by the aid of metaphysical science. But what are the metaphysics of the day? If we regard the received systems of the present age we have before us for our choice, the idealism of the transcendentalists, the materialism of the positive school; the eclecticism of Cousin, the mysticism of the Germans, and the empiricism of the Scotch.—Which of these is right?—or are they all wrong. As yet they have been prolific of little but wranglings and disputes—the foundations of our knowledge remain as indistinct and obscure as they were in the Brahminic age of the Sankhya and Nyaya philosophies. To determine how far any of these systems of intellectual philosophy may be correct, we must examine anew, or construct anew the whole fabric of the science, and to do this effectually we will require the aid of that logic which has been so long undervalued and neglected. But in four centuries of contempt and spiteful entreaty our logic has dwindled into a shallow and puerile synopsis: there is a rapid and descending attenuation of the subject from the schoolmen to Ramus, from Ramus to Milton, from Milton to Locke, from Locke to Watts, and from Watts to Hedge, who stands at the lowest possible round of the ladder. During the whole period nearly all the works which have been produced in this department of study have been elaborate efforts to circulate the least possible modicum of the science under the name of logic. Within the last few years, indeed, the successive labors of Wheatley, Sir Wm. Hamilton and Mill—and in a higher though more obscure degree, of Hegel and other German scholars—have given evidence of a disposition to recall a long forgotten but most essential branch of human speculation. Before, however, it can be definitely or satisfactorily reconstructed, we must investigate the sources, the limitations, and the conditions of our knowledge. In other words, the creation of a new and sufficient science of logic demands the concurrent production of a new and more definite science of metaphysics.—The one requires the aid of the other; they must advance together hand *imparibus passibus*, for, like so many of the higher branches of knowledge, they are mutually interdependent, and consequently require coincident development. I have thus shown the existence of important practical wants and grievous practical evils, and traced the means of their satisfaction and redress through the different ethereal sciences to the required improvement of these most abstruse and recondite sciences.

ces—logic and metaphysics. By so doing, I have brought them and the rest of the ethical sciences within the number of those studies which minister to the practical requirements of the age.

I have not overlooked, though I have not mentioned the subject of international law. I have passed it over because its practical influence can scarcely be mistaken; and because its condition is necessarily dependent upon the state of the kindred sciences of politics, political economy, and moral philosophy. It must seek its improvement and development from the same sources from which they are replenished—and much it requires improvement, for it has gained little in substance, and has lost much in form, since the days of the founder—Grotius.

But while I have traced social and political evils to defects in our logic and metaphysics, I could with the same ease have pointed out the necessity of an enlargement and rectification of these sciences for the further development of the physical sciences themselves, and for the correction of their errors and deficiencies. I have already said that a mistaken view of the Baconian philosophy has distorted its application, and infected it with the base alloy of an exclusively utilitarian bias: and the consequence is that in the present day we are almost wholly engaged with the comparatively petty duty of applying our knowledge of nature to purposes of immediate pecuniary gain, instead of examining, purifying, correcting, and expanding the sciences of nature themselves. We are occupying ourselves with the consideration of mere details—the infallible symptom of a weak intellectual age—instead of investigating the ultimate speculative principles of natural science, from which alone any solid or permanent good can be anticipated. We have closed our ears to the lofty and ennobling maxims of Lord Bacon, and in consequence have strayed from the well delineated path of progress which he pointed out. Thus all our natural science has become diseased—chemistry is multiplying elements, when a more severe scrutiny might possibly reduce their number—it is concealing from itself and the world its own obscurity and ignorance by hypostatizing agencies, of which we can detect only a few and scattered phenomena; it is endeavoring to stereotype a vague distinction without a definitely assigned difference between combinations in an organic and in an inorganic body. Natural philosophy in all its branches is impaired and rendered unsatisfactory and delusive from the absence of accurate views of the metaphysical principles which are involved in this, as in all other branches of human speculation. The law of gravitation is definitely established; but we have not advanced much beyond the unphilosophical reveries of Sir Isaac Newton, with respect to the causes, the nature, and the *modus operandi* of gravitation. These sciences are constantly occupied with tracing effects to their causes, and causes to their effects; yet they are fettered by the unsolved metaphysical difficulties which embarrass the relation between cause and effect. In optics the conflicting theories of Newton and Fresnel still divide the scientific world, without our being any nearer the discovery of a test of their truth, or aware of the necessity of its detection. Our cosmic speculations are splen-

didly grand and unlimited, but they are uncertain and indefinite for want of a rigid determination of the nature and credibility of our testimony, and a precise demarcation of the impassable boundaries of human knowledge. In all these difficulties we are repelled by doubts which natural sciences cannot solve, and driven to seek an answer to the enigmas from those sciences of logic and metaphysics, which ought to be able, and alone can promise, to give a satisfactory solution. Thus again by a different chain the improvement of these sciences is connected with the immediate and essential practical requirements of the present day.

Of religion I have said nothing, though much might be said, thinking any examination into its condition unsuited to this place, and inexpedient on this occasion. Within the walls of this University we have no more to do with religion than to indoctrinate the students in christian morals, and to inculcate christianity as the law of the land, and the rule of life for the citizen, the scholar and the gentleman.

I have also avoided entering upon many higher and more abstruse speculations in confirmation of my remarks relative to the practical importance of the studies enumerated, from a reluctance to weary your patience by too tedious an address, and from the conviction that they could be better urged on a more suitable occasion. I need only add more, that the immediate practical importance of many of these studies has already been shown to be sufficiently great, notwithstanding their need of improvement—and that those which have been specified as promising the necessary corrective of existent social and political evils are thereby of no less practical benefit. Their condition is far from satisfactory, but their diligent study must precede their amendment, and the full accomplishment of our hopes. Still such as they are, they may be employed most profitably, while awaiting a further development. At the same time, their agency in informing and training the minds of young men for the duties and exercises of mature life, of which we have said nothing give them a practical value, wholly independent of the other purposes to which they may be applied.

We look then to the study of the ancient languages, of Mathematics, Astronomy, Natural Philosophy and Chemistry; and of the different branches of Ethical science as the means of increasing the blessings and rectifying many of the evils of the day. These are, assuredly, most important practical benefits. We regard them also as furnishing the most complete and effective system of education, and this is testified by the full experience of a long series of ages. We regard them not merely as the best, but as the necessary cradle of the highest intellectual accomplishments—and, for these reasons, again we claim for them immediate practical utility in ministering to the requirements of the times. For we deem the most valuable and the noblest wealth of a State to consist in the virtue, the learning, and the intelligence of her citizens.

But all these studies form part of the curriculum of the Collegiate career. The young men who may frequent the sacred Courts of literature and science which the State has here established, will be familiarised with these branches of learning at such periods of their

course and in such order as may best ensure to them the greatest amount of thorough and useful knowledge. The student will thus be prepared, when he may have finished the due term of his College exercises, and obtained the honorable testimonial of his proficiency, to enter upon the duties of active life in any profession or occupation in such a manner as to do credit to himself and his State, and to render essential service to his country and his kind. We cannot hope that all will reap this rich harvest—for there are good soils and bad soils—and the seed that will produce an hundred fold on good soil, will be wasted upon bad—but to all will be afforded the opportunity, the stimulus and the encouragement to become upright, polished gentlemen and thorough scholars, furnished with all that can render them valuable members of society, and the instruments of new benefits to their fellow-citizens. Before, however, this great result can be fully attained, much will be expected from the students themselves—and as this will be expected from them, I will now take the liberty of addressing myself more particularly to them, hoping that they will ever bear my remarks in mind for their own guidance and improvement, and communicate them to such as may come after them for their information and direction. There remains but few words for me to say, and they will have relation principally to the duties and discipline of the students.

YOUNG GENTLEMEN: It is for you, and those who like you have devoted their youth to the noble pursuit of instruction that this graceful Temple, these commodious Houses have been erected—it is for you that the generous expenditure around you has been made. It is for you that the Trustees have brought us, the members of the Faculty together, from far distant regions—it is for you and your benefit that we have come, for beyond our private advantages, we are fully conscious of the further responsibilities of the high and holy vocation which we profess. It is for you that the State and the Citizens of the State have poured out their treasures. The object of all which has been done, and all which may yet be done is correlative with your own object in coming here. You stand knocking at the Porticoes and Vestibules of the Temple of knowledge—we are here to introduce you into its sacred recesses, and initiate you into its recondite mysteries—and all this expense has been incurred by the State, that your hopes may not be without fruit, nor your desires without satisfaction. Without this aid your hopes would be vain—the necessary expenses of a Collegiate establishment are so numerous and so heavy, that no amount of fees that could be charged or would be paid, would be adequate to its support. Hence, in all countries and in all ages, from the days of the Emperor Constantine to our own, the means of their maintenance have been furnished by States and cities, Emperors, Kings and Princes—or by the associated and accumulated endowments of wealth or of countless individuals. This vast expense must be incurred for your benefit before you can contribute your mites, or receive the advantages which result from it.

Now, by what services have you merited this munificence of your State? Of yourselves you have done nothing. Ought you not then to feel grateful for the proffered favour?—a favor which from being open to all is not the less extended to each of you individually. I cannot suppose any of you so far destitute of the highest feelings which adorn humanity as not to feel profound gratitude for the blessing offered, and an earnest desire to make a suitable return for it. But there is only one return in your power to make—there is only one expected from you. The State, convinced that to her, as to the Roman Matron, her sons are her brightest jewels; has, with lofty views and for noble purposes, erected and endowed this Institution for the young men of Mississippi—the only return which she expects or can receive is that you do your duty as she has done hers—that you will avail yourselves to the utmost of the opportunities accorded to you—and render to her in your own walks of life the tribute of a high and honorable character; of willing and upright hearts; and of instructed and intelligent minds. Thus will she be amply rewarded for her care and liberality; and we will receive the best meed of our labors. The demands of the State correspond with your own highest temporal interests; you will be the first and the last to reap the rewards of your industry and good conduct here; and there will be no period of your lives when you will not feel the magic influence of a creditable career in this University. Thus your duty to

yourself, your duty to your benefactors, your duty to the State, your duty to your parents, all concur in exacting a profitable use of your time here.

In order that you may derive the full benefit of the advantages promised to you by this University, constant good order and gentlemanly propriety of deportment on your part are indispensably required. Without these, your scholastic pursuits here will be defrauded of their just results, and your career in life distorted at its commencement. For young gentlemen, you now put off the boy and put on the man. Your entrance into College is your reception of the Toga Virilis—and the character which you make for yourselves here, will attend you through life; and, in a great measure, determine the complexion of your lives. Here then, for your present benefit and for your future reputation, you must establish for yourselves a character for honorable sentiment, high sense of duty, industry, good order and gentlemanly conduct. And for the exercise of these virtues there will be constant occasion; for here is the gymnasium for the development of moral and intellectual excellence; and you will find the whole discipline of the Institution is a constant appeal to your better feelings, and always presupposes their existence.

Some discipline is requisite whenever men are associated together for a common object—and it is especially necessary in the case of young men who have just begun to learn the difficult art of governing themselves. We have labored to remove as far as practicable all irksome restraints in the government of the College—but in proportion to our moderation must be your own self-control. The faculty are here with the same common purpose with yourselves. Our common efforts are to be directed to your cultivation and improvement. We expect you accordingly to co-operate in working out your own good. All that we ask of you is that you will conduct yourselves as gentlemen. You will meet with the treatment of gentlemen, and it is hoped that you will behave as gentlemen. Instead of adopting the inquisitorial system of discipline adopted in most other Colleges, we appeal to your honor as Mississippians. The laws will be made known to you before your admission, you will assent to them or not as you please. If you are unwilling to incur the obligations which they impose, you do not enter the University, but seek some other institution which may be more consonant with your feelings. If you approve of the laws on the contrary, you pledge your honor as gentlemen that you will not wilfully violate them. We then hold you by your own promise, and keep you on your word of honor during your connection with the University. If there should be reason to suspect any of you of any breach of discipline; of any violation of the laws, we do not hunt up evidence against you, and weigh testimonies in the balance against you, but ask you privately on your honor as gentlemen, whether you are guilty or not of the offence. It has been suggested that we hold you by a weak tenure—we think not. We have remitted all of discipline that is harsh or oppressive—we make you feel as gentlemen and that you are under the responsibilities of gentlemen—and we will not harbor for one moment the suspicion that any Mississippian—that any young man of the South will deliberately tell—a lie. If such should be found, he is unworthy to remain within the precincts of the University. Here we hope to build up a society of gentlemen—he who may have falsified his word and stained his honor, can have no place among gentlemen, and must go out from their midst.

Before I close, I will add that on you as the first students of the University, its fate will in a great measure depend. If you co-operate freely and cordially with your Professors in building up a high and thorough system of education; and in laying firm and broad the foundations of honorable sentiment among the students; certain and enduring success will be the result. We promise you as complete and elevated a Collegiate course of study as is pursued in the first Universities in the land; nearly all the rest remains to be done by you. And you should be stimulated to the full performance of your duty, in addition to all other considerations by the conviction that the eyes of your own State and of the adjoining States are turned upon you; your patriotism, your State pride should be kindled into an ardent enthusiasm by feeling that the character of Mississippi is largely involved in this experiment, and that that is entrusted for the time to your safe-keeping. See that you return the sacred deposit bright and untarnished, after having preserved it with filial reverence and care.

I will now dismiss you; adding only that you will find your Professors, if you will avail yourselves of their good will, friends always anxious and ready to afford you their good offices, and always thankful for your courtesies in return. There are no artificial, as there are no real lines of separation to prevent the amicable interchange of kindness and civility.

With to-morrow, we commence our respective duties; may the State of Mississippi ever look back with pride to the celebration of this day; and may you give her cause to look back with fonder pride to the students who were the first to enter the Hall which her liberality has established for the dissemination of learning.

ADDRESS,

DELIVERED ON OCCASION OF THE OPENING OF THE
UNIVERSITY OF THE STATE OF MISSISSIPPI,
IN BEHALF OF THE BOARD OF TRUSTEES,
NOVEMBER, 6 1848.

BY HON. JACOB THOMPSON, M. C.

INAUGURAL ADDRESS,

DELIVERED ON OCCASION OF THE OPENING OF THE
UNIVERSITY OF THE STATE OF MISSISSIPPI,
NOVEMBER 6, 1848.

BY GEORGE FRED'K HOLMES, A. M.

PRESIDENT OF THE UNIVERSITY.

Inter ea (quæ memoria omnis alat, quæque ipsa intueatur æternitas,) nil dignius est, aut nobilius, quam si dotetur orbis terrarum augmentis scientiarum solidis et fructuosus.
Bacon. de Aug. Sci. L. b. ii. Ep. Ded. Ad Regem Suum.

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FRANKLIN BOOK AND JOB OFFICE.

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1849.



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